DOCUMENT RESUME

ED 197 095 CE 027 647

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TITLE An Educational-Training Needs Assessment of a Country Hospital in Nebraska.
INSTITUTION Nebraska Univ., Lincoln.
PUB DATE Jun 80
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Course Objectives; Course Organization; *Educational Needs; *Hospital Personnel; *Hospitals; Inservice Education; Management Development; Needs Assessment; *Nurses; *Program Development; Program Implementation; Questionnaires; Staff Development; *Supervisory Training; Surveys; Teaching Methods

ABSTRACT

An educational training needs assessment for nursing and hospital support staff was undertaken at a country hospital to collect data for use in designing a staff development program for the institution. After gathering the perceptions of key hospital staff concerning the hospital's mission, future, strengths, weaknesses, and problems to establish a frame of organizational reference, a three-phase needs assessment was conducted. Formal in-depth interviews of upper and middle management were held to determine which managerial traits should be reinforced through training programs; opinions on educational needs were obtained from a sample of supervisors in a structured group meeting which followed a prescribed sequence of problem-solving techniques; and a questionnaire on management needs was given to nineteen staff members. These needs assessments revealed a need for developing leadership skills and open communication among and within departments, personal time management, counseling and discipline interviews, applying management principles, and fostering an open climate to develop team work and good staff attitudes. As a result of the needs assessment two courses for supervisory staff on the principles of management and management of time and people were developed. Course purposes, objectives, content, resources, and teaching methods were outlined. (MN)

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AN EDUCATIONAL- TRAINING NEEDS ASSESSMENT OF A COUNTRY HOSPITAL IN NEBRASKA

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AUSTRALIA

June, 1980

CE 027647

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This report is submitted in response to a request by Lincoln Medical Education Foundation to undertake an educational/training needs assessment for nursing and hospital support staff at St. Mary's Hospital, Nebraska City, and to design a staff development program for the institution. The report is divided into two major sections. Each section is presented in direct response to the principal purposes detailed by LMEF in the consultant authorization request. Section I describes the needs assessment undertaken and presents the data collected to ascertain staff developed needs. Section II presents an implementation plan, based on the results of the needs assessment as well as those aspects directly requested by LMEF. A time table, budget and teaching format are also included.

SECTION I--DIAGNOSIS

A need can be defined as a discrepancy between what is and what should be. It is generally agreed that in order to bring about effective and positive change in any organization, a process must be implemented which, first, recognizes the existence of a problem or discrepancy between the status quo and some desirable state of affairs. Once the problem or discrepancy is described in specific terms, programs with goals tied to the problem are designed and carried out in a systematic manner.

A number of methods of determining staff development needs could be used in this situation including: the nominal group technique, the interview method, and survey by question. After careful consideration and in view of time, it was decided to use a combination of all three methods.

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Phase 1. The investigation established a frame of organizational reference based upon the perceptions of key people at the hospital. This was accomplished through discussion in which observations and opinions were solicited about the mission of the hospital, its future, the political-social climate in which it must operate, the organization structure, staff strengths and weaknesses, a network of interpersonal relations, and its problems. This aspect of the needs assessment enabled the consultant to focus upon programming which would be of realistic benefit to the hospital and its staff.

Phase 2. Problem identification and analysis are addressed through an inquiry in which problems perceived by a sample of staff are examined. A major focus of this inquiry was to determine what problems exist that can be solved through organizational and staff development processes. The three specific activities of this needs assessment were as follows:

A. Formal in-depth interviews of upper and middle management to learn the managerial strengths of individuals in order to build upon those strengths through training programs designed to render weaknesses irrelevant to organizational goals. During this process, a number of questions were raised during the interviews. Lack of time prevented the consultant seeking answers to every question from those being interviewed.

   Questions:

   1. Please would you describe the mission of St. Mary's Hospital, its future, the political and social climate in which it operates?
   2. How is the hospital structured; i.e., its organization chart? Who has the power and makes the decisions?

3. What is your staffing complement and turnover, and patient numbers in each unit?
4. What are the major problems facing supervisors in the hospital in each of these units?
5. What are the major problems that you perceive with top management?
6. What are the major areas that you perceive should be included in a staff development program for supervisors?
7. Please would you describe the people who will be involved in the program as you perceive them--their strengths and weaknesses?
8. How would you like to see a course(s) offered based on needs of the people, time available, pressures of work?
9. What kind of teaching/instruction approach would be best for the staff concerned?
10. Is there anything else that you would like to add?

B. Opinions from a sample of supervisors on educational and training needs were obtained by using the Nominal Group Technique (NGT). The NGT is a structured group meeting which follows a prescribed sequence of problem solving steps. The procedure may be summarized as follows:

1. Silent generation of ideas in writing.
2. Presentation and recording of ideas.
3. Verbal presentation and clarification of each item.
4. Consolidation of overlapping items.
5. Individual voting on each item.

The question which was examined during the NGT, in which seven people participated, was:

1. What are the major problems facing supervisory staff in St. Mary's Hospital that are an indication of a need for training and development activities?

This question was part of a series of problem solving questions which could not be addressed because of the constraint of time and these follow:

2. What are the factors, conditions, or situations that contributed to your rating this item high in terms of the problem?
3. What kinds of outcomes would be helpful in reducing or eliminating the problem? (Brainstorm)
4. What activities or delivery systems would be useful in achieving the outcomes?
5. What measures or indicators should be used in assessing the activities in terms of achieving the desired outcomes?
6. What areas of skills do you as a supervisor need to develop to handle these problems or facilitate the achievement of the desired outcome?
7. In analyzing your role, what conflicts do you perceive at the unit and hospital level?

C. The application of a questionnaire on management needs was given to a larger sample of 19 staff to gain additional information for analysis. An example may be seen in Appendix A. Each of the data obtained from these three approaches will be discussed in detail.

St. Mary's Hospital was visited by the consultant on Tuesday, June 2, and the following was undertaken:

9:00 a.m. - 11:30 a.m.	Interviewed Director of Nursing Services and Inservice Director of Nursing
11:30 a.m. - 12:00 noon	Interviewed the Hospital Administration
1:00 p.m. - 3:15 p.m.	Nominal Group Technique
3:15 p.m. - 4:00 p.m.	Interviewed Deputy Administrator

The data gathered during these activities are now presented:

1. Interviews

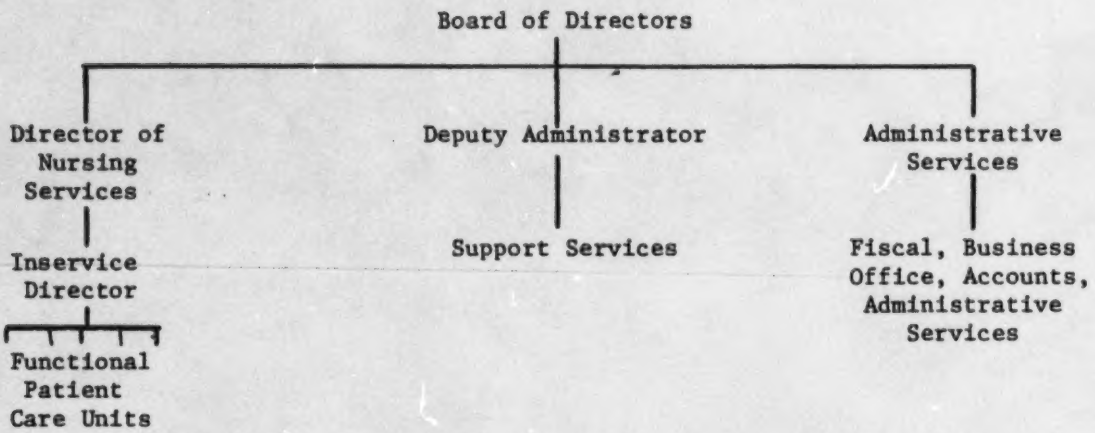
Mission of the Hospital. St. Mary's is a sixty-five bed hospital and its main mission is to give good patient care to the regional community. Originally it was an eighty-five bed hospital but was reduced to its present number because of reduced demand due to its proximity to Lincoln and Omaha. The hospital was established in 1929 and is owned by the Sisters of St. Francis. The hospital is self-supporting but also attracts funds from donations and foundations.

There are five main areas of care: medical, surgical, obstetrics, pediatrics, and coronary. Extended care for chronically ill patients and geriatric patients is a feature of the hospital's present clientele.

2. Organization of Hospital

The hospital is governed by a Board of Directors who are appointed by the Sisters of St. Francis and are members of the Order. The chief executive officer is the Administrator who has overall responsibility for the operation of the hospital. The line responsibilities are as indicated on the organization chart on the following page.

The Deputy Administrator is responsible for all support services including: duty services; laundry; housekeeping; maintenance; central stores; physical therapy; medical records; respiratory therapy; pharmacy; laboratory; and radiology.



One of the interesting features of this hospital is that a number of services are provided for by outside contracts: the administrator is provided through a contract with St. Elizabeth's Hospital, Lincoln, as are the Head of the Radiology Department and the Head of Respiratory Therapy; the Dietary Supervisor is provided through a contract with A.R.A. Services; and Environmental Services provides supervisory personnel for Plant Maintenance, Housekeeping, and Laundry. Unfortunately, this seems to have led to the development of an attitude amongst staff in some areas (e.g., Dietary and Plant) of classifying personnel as "outsiders" or "insiders" and this has contributed to potential interpersonal conflicts. Originally the contracts were approved and adapted by the Hospital Board because of problems within those areas--this is now under review because of continuing problems within areas and because of the cost of the contracts.

3. Staffing

There are approximately 125 F.T.E. staff in the hospital dispersed as follows:

Radiology	3
Laboratory	8
Housekeeping	10

Maintenance	6
Dietary	15
Laundry	6
Pharmacy	2
Central Stores	1
Physical Therapy	3
Respiratory	3
Medical Records	2
Business Office	12
Nursing Services	50-60

Within Nursing Services, there is a problem of lack of staff continuity, with a high turnover of staff. Nursing Services are structured as follows:

1 Full time day supervisor, 7 a.m. - 3 p.m.
1 Full time evening supervisor, 3 p.m. - 11 p.m.
1 Full time night supervisor, 11 p.m. - 7 a.m.
1 Part time day supervisor (3/5 F.T.E.), 7 a.m. - 3 p.m.

There are two floors available for patient care staffed as follows:

Day Shift	
1 R.N. on each floor	= 2
2-3 L.P.N. on each floor	= 6
6 Nursing Assistants	= 6
	14

Evening Shift	
1 R.N. on each floor	= 2
1-2 L.P.N. on each floor	= 4
5 Nursing Assistants	= 5
	11

Night Shift	
1 R.N. on each floor	= 2
4 Nursing Assistants	= 4
	6

Other staff are deployed in the Operating Theatre, Casualty, etc. One of the greatest problems in this area is staff turnover and lack of consistency in staff caused through this problem.

4. Problems

A. Problems with Sections: Nursing Services

The greatest problem in this section is staff turnover and inexperienced staff due to: nurses' salaries; lack of adequate training at nursing

schools; inexperience in supervision; peer pressure caused by social networks off the job in a small community; and the smallness of the hospital. It was reported that nurses also wanted to be in favor with doctors and this affected what tasks they did and their attitude to the job. This department is very concerned with staff development and has implemented a training program for new and inexperienced staff.

B. Support Services

The major problems with other sections revolved around a number of issues:

1. Lack of communication.
2. Task oriented and lacking in human relations skills.
3. Inability to supervise employees.

C. Top Management

The new administrator had been at the hospital for only a month and was trying to get on top of a new job. One problem which staff mentioned several times was the fact that Heads of Departments only met once a month and mainly for administrative purposes. There is obviously a felt need for a weekly meeting to discuss problems, issues, and to coordinate various departmental activities and functions.

5. Description of Departmental Heads

This section is based on the views of the Deputy Administrator who has been at the hospital 2½ years. Her views have been summarized in the following table.

6. Major Areas for Staff Development

The following areas were raised in discussion:

1. Communication between departments and within departments.

Summary of Supervisors' Strengths and Weaknesses

Supervisor of Department	Strengths	Weaknesses
Fiscal	1. Technical expert	1. Inability to discipline people when problems arise 2. Doesn't follow through 3. Dept. split in two locations--doesn't know what's going on
Laboratory	1. Ability to manage people 2. Solves own problems	1. Sees problems from his own department's point of view--too narrow a view
Radiology (been here a short time)	1. Puts requests for expenditure in writing	1. Weak in verbal communication
Nursing Services Director	1. Willing to address problems 2. Willing to pursue problems and to work with other departments	1. Gets frustrated with staff discipline problems
Nursing Services Inservice	1. Real ability in area	1. Off-the-job problems
Dietary	1. Task-oriented	1. Human relations lacking 2. Weakness in technical skill in diabetic diets
Environmental (supervises housekeeping, laundry and engineering --outside contract)	1. Technically competent	1. Conflicts with supervisor of engineering 2. Expensive
Pharmacy	1. Growing experience	1. Immature
Medical Records		1. Misunderstands role
Central Stores	1. Excellent job organizing department	1. Indecisive
Physical Therapy	1. Good patient care	1. Does her own thing
Respiratory Therapy	1. Very likeable	1. Over-reacts

2. Resolution of role conflicts and role differentiation.
3. Leadership--setting goals as a group at departmental level.
4. Developing the notion of team work.
5. Personal time management.
6. How to discipline and counsel staff.
7. Developing an open climate in the departmental meetings so problems are shared and solved.

These are not necessarily in order of importance.

It was generally thought that any staff development program should be short enough to enable staff to have a sense of accomplishment in a given time (e.g., 3 weeks for twice a week) and also that wouldn't disrupt their duties for too long a time (e.g., more than for 2 hours).

2, Nominal Group Technique

People attended this session and came from the following areas:

Deputy Administrator
Director of Nursing Services
Inservice Director of Nursing
Head of the Laboratory
Head of Housekeeping
One Registered Nurse (Day Supervisor)
Staff member for Medical Records.

Appendix A lists the data generated from the group in answer to the question: "What are the major problems facing supervisory staff in St. Mary's Hospital that are an indication of a need for training and development activities?"

After consolidation of ideas, group members were asked to vote on each of the items in answer to the question: Is this a major problem facing supervisors at St. Mary's Hospital? The results are listed below.

	Number of Yes Votes N=7
Developing open communication	7
Showing good leadership	7
Lack of understanding of problems and their relationship with each other	6
Attitude toward patients & co-workers	6
How to manage time and people	5
Inability of supervisors to make decisions	4
People and departments not working together but competing	2
Lack of tactful counselling	2
Lack of control of situation	1
Evaluation of staff	1
Competitiveness for upward mobility	0

3. Survey of Staff

A copy of the management survey used is to be found in Appendix B. Nineteen staff completed the survey from the following departments: Admissions (1); Nursing Service (5); Administration (4); Radiology (1); Housekeeping (1); Respiratory Therapy (1); Laboratory (1); Central Stores (1); Physical Therapy (1); Plant Operation (1); Operating Room (1); and Pharmacy (1). A summary of the survey is to be found in the following table. From this it can be seen that mostly day staff who are full-time employees completed the survey. There is quite a range of staff experience by length of service. Eight staff preferred that the educational program be conducted in work-time whereas one person was prepared to undertake training during out-of-work time. Over half the group were prepared to undertake training at either time.

MANAGEMENT NEEDS SURVEY

Department: _____

Shift: Day 18 Evening 1 Nights ____ Full-Time Emp. 18 Part-time 1

Length of Service: Under 1 Year 2 | 6 to 10 Years 2
1 to 5 Years 10 | Over 10 Years 5

Would you attend educational programs on:

Hospital Time 8 Your time 1 Either 10

INSTRUCTIONS

First, please read through the list below carefully. Then, rank only the ten which you feel would be of greatest benefit to you. Write in a number 1 on the line next to the subject of greatest importance, 2 for the next, and so on, down to 10, representing the lowest in your order of priorities.

	N=19	#	MEAN RANKING
1.	Applying the principles of management	15	5.4
2.	Interpreting hospital personnel policies	8	4.2
3.	Improving my leadership skills	17	3.4
4.	Controlling costs while meeting patient needs	11	4.7
5.	Determining staffing needs	6	4.0
6.	Conducting effective on-the-job training	9	4.0
7.	Preparing a departmental budget	5	4.4
8.	Improving oral communication with employees	16	3.6
9.	Determining employee learning needs	10	7.6
10.	Detecting job hazards and promoting safe practices	2	7.0
11.	Conducting conferences and meetings	4	7.7
12.	Conducting interviews with respect to hiring, coaching, and disciplining employees	11	5.4
13.	Preparing employees for greater responsibility	10	4.8
14.	Handling employee grievances	10	6.9
15.	Preparing a plan for my own self-development	9	6.6
16.	Improving personal time management	11	6.0
17.	Improving delegation of tasks	8	6.1
18.	Improving written communication skill	9	6.4
19.	Improving organizational ability	9	7.3
20.	Improving performance appraisal counseling of employees	8	7.7
Others:	Please add any other areas that should be included and rank them in the ten... _____		

The top six needs listed by number of persons ranking them are as follows:

N=19

Combined Rank		Area	Number of people ranking this item
3.4	1.	Leadership	17
3.6	2.	Improving oral communication	16
5.4	3.	Applying the principles of management	15
6.0	4.	Improving personal time management	11
5.4	5.	Conducting interviews with respect to hiring, coaching and disciplining employees	11
4.7	6.	Controlling costs while meeting patient needs	11

Of the seventeen people who ranked "leadership," 15 gave it a rating of 5 or higher. Of the 16 people who rated oral communication, 13 gave it a rating of 5 or higher, Of the 15 people who rated "applying principles of management," 7 gave it a rating of 5 or higher. Of the 11 people who rated "time management", 4 rated it at 5 or higher. Of the 11 people who rated "interviewing" 5 gave it a rating of 5 or higher. Of the 11 people who rated "controlling costs" 5 gave it a rating of 5 or higher.

A further item of interest was item 13, "Preparing employees for greater responsibility." Its mean ranking was 4.8, based on 10 responses. Of the 10 responses, 6 people rated it 5 or higher (there were two rankings of 1 and two rankings of 2). Obviously, those surveyed thought there was a real need to know how to develop human resources in the hospital. Comments on other areas included three written responses:

1. Promoting better communication between departments.
2. Increase production and still keep morale high.
3. Putting the Kabosh on clinic rumor mills, and employee hatred toward one another.

Summary of Needs Assessment

The following table compares the information gained from the three different needs assessment sources--interview, NGT, and survey.

Interviews	NGT	Survey
Communication	Developing open communication	Communication
Leadership	Good leadership	Leadership
	Problem solving	
Team work	Attitudes	Climate setting
Time management	Time management	Time management
	Managing people	Appling principles of management
	Decision making	
		Controlling costs
Conducting interviews		Conducting interviews

From the table it is clear that there is quite a consensus of opinion about the needs of supervisory staff in St. Mary's Hospital. The most important needs perceived by those within the three groups are as follows:

1. Developing open communication between departments and within departments.
2. Developing leadership skills.
3. Personal time management.
4. Fostering an open climate to develop team work and good attitudes amongst staff.
5. Applying the principles of management to the department.
6. Conducting counselling and discipline interviews.

I recommend that two training courses be presented to staff at St. Mary's Hospital:

1. Principles of Management for all supervisory staff throughout the hospital (15 heads of departments)
2. Management of Time and People for the supervisory staff in the Nursing Service (approximately 11 at the rank of Registered Nurse and above).

The needs identified can be covered adequately in the first course for all department heads.

As the Nursing Service is the core service area of the hospital and the largest number of staff with some very pressing staff problems, it is evident that there is a great need for some training for those at the middle management level and above. The course suggested will help the staff involved to develop the necessary cognitive skills and practical skills in managing time and people.

SECTION II--IMPLEMENTATION

In this section, both the courses suggested in the previous section will be considered separately and in detail.

A. Management of Time and People

The title of this course is "The Management of Time and People for Supervising Nursing Staff."

1. This is an introductory course concerning principles of time management related to the job functions of nurses who are also supervisors. As this course is of an introductory nature, an overview of the major principles and ways of managing time will only be given. Limited content will be given as important learning will take place through the process of applying these principles of time management to specific job requirements and problems.

2. Course Purpose

   The purpose of this course will be to assist head nurses and supervisors to become better qualified in fulfilling their management responsibilities in relationship to their assessed needs, job description, and role expectations within the organization as well as within their given area of responsibility.

   Instructional Objectives

   1. To develop an understanding of important time management concepts and principles.
   2. To develop the ability to apply time management principles and concepts to job-related problems.
   3. To develop the ability to interpret data detailing use of time, as it relates to time management principles.

4. To develop the ability to analyze the internal and external variables that influence a supervisor's time.
5. To develop the ability to devise strategies to delegate complex tasks related to a supervisor's area of responsibility.
6. To develop the ability to make and implement long-range plans for time management.

Specific Objectives

1. To list orally four common misconceptions about time management.
2. To list orally and define the four major concepts used in time management.
3. To complete and analyze a time diary.
4. To write job goal statements related to the organizationally identified functions of the head nurse.
5. To use the ABC technique in arranging goal statements in priority order.
6. To identify three major job time wasters and write down the steps necessary to reduce these.
7. To orally list four rules for delegating.
8. To orally list three things that should not be delegated.
9. To plan the implemention of a job goal.
10. To prepare a written action plan to deal with the three most common problems arising in the job.

The specific long-term outcome of the course will be improved work performance of each participant, as perceived by themselves, by their staff and immediate supervisor. The evaluation of this outcome will be built into the long-term evaluation procedures. The short-term outcome of the course will be determined by seeing whether participants have

fulfilled the specific objectives for the course, and this can be ascertained by response to a simple questionnaire.

3. The course is of three weeks duration and will consist of six 2-hour class sessions, two sessions being held each week. As hospital staff are on vacation leave during July and early August, it was felt that the best time to stage the course was after the middle of August. It is suggested that the course commence during the week beginning Monday, August 25 and end during the week beginning Monday, September 8. Specific times for the class sessions will need to be negotiated with the hospital and will depend on availability of the staff and the instructors.

4. Content Outline

Session	Activity
1	Introduction to course Assessment of needs Time log Goals
2	Goal writing Job functions Identify time wasters
3	Time log analysis Evaluation of goals--rewrite Priorities--ABC technique
4	Planning Scheduling Problem sharing and solving
5	Delegating defined How to delegate What to delegate
6	Planning to eliminate time wasters Writing long-term action plans Sharing results Summary and evaluation of course

Particular concerns which may need to be considered are:

1. How to handle crisis situations which are constant sources of disruption of routine.
2. How to cope with increasing expectations from all sources--medical staff, director of nursing services and patients.
3. How to effectively deal with staff who are not performing adequately.
4. How to plan proactively when one seems to be reacting to needs and situations all the time.
5. How to effectively delegate to staff and do follow-up on staff.

5. Resources

References for Students

Bittel, Lester R. The Nine Master Keys of Management (New York: McGraw-Hill, 1942).

Bliss, Edwin C. Getting Things Done (Illinois: Bantam, 1976).

Cooper, Joseph D. How to Get More Done in Less Time (New York: Doubleday and Co., 1971).

Dayton, Edward R. Tools for Time Management (Michigan: Zonderman Boosk, 1974).

Kelly, Al. What to Do and What Not to Do to Make Life Easier for Yourself at Work (Great Britain: McGraw-Hill, 1973).

Love, Sydney. Mastery and Management of Time (Englewood Cliffs: Prentice Hall, 1978).

McCay, James T. The Management of Time (Englewood Cliffs: Prentice Hall, 1959).

MacKenzie, R. Alec, and Ted Engstrom. Managing Your Time (Michigan: Zonderman Books, 1967).

Reynolds, Helen & Tramel, Mary. Executive Time Management (Englewood Cliffs, N.J.: Prentice Hall, 1979).

Webber, Ross A. Time and Management (New York: Van Nostrand Reinhold Company, 1972).

Resources Needed by Students

Texts: A. D. Geering, Time Management Workbook.

Lakein, Alan, How to Get Control of Your Time and Life (New Jersey: New American Library, 1974).

Mackenzie, R. Alec, The Time Trap (New York: McGraw-Hill, 1972).

Materials: Pen, pencil, rule and note pad.

Resources Needed by Instructor

Equipment: 1. Carousel slide projector and tray

2. Overhead projector

3. 16mm movie projector

4. Screen

5. Blackboard, chalk, eraser.

Materials: 1. Spare pens, pencils, note paper

2. Overhead projector pens

3. Overhead transparencies.

Film: The Time of Your Life

6. Teaching Methods

There are six principles which must exist in a learning situation if the learning needs of adults are to be met. A brief consideration of each of these principles follows and how they will be incorporated into this course.

1. Learning must be problem-centered.

A series of job-related problems will be generated by the group during the first session for consideration during each session of the course.

2. Learning must be experience-centered.

The learners will participate in discussing and analyzing the concepts presented and applying them to their work situation.

3. Experience must be meaningful to the learner.

   The instructor must be familiar with the participants' employing organization so that learning experiences can be provided that will be relevant to the problems, situations and backgrounds of those involved in the course. As the content being discussed will be relevant, and as the participants are actively involved, the learning experience will be meaningful.

4. The learner must be free to look at the experience.

   It will be important for the instructor to develop a suitable informal classroom climate which will allow participants to be open, adaptable, and to have a feeling of security during the learning experiences.

5. The goals must be set and the search organized by the learner.

   At the first session, the instructor will ask each participant to write down what they want to get out of the course and how this will be of benefit to them as supervisors. In addition, each participant will be asked to devise a specific action plan which they will implement at the end of the course.

6. The learner must have feedback about progress toward goals.

   During each session feedback will be given to individuals and groups about the achievement of the specific objectives for that session. In addition, there will be a discussion by the whole group at the end of each session of the effectiveness of the session in meeting the specific objectives listed.

Ralph Tyler's "Ten Conditions for Effective Learning" will be accounted for in the course outline in the following ways.

1. The student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.

   Each planned learning experience will be designed to accomplish a specific course objective.

2. The learning experience must be such that the student obtains satisfaction from carrying on the kind of behavior implied by the objective.

   To meet this condition, learning experiences will be designed that are relevant to assessed needs of the learner. As the learner understands the learning experience, she will gain satisfaction from the help given to meet her needs and solve her problems.

3. The motivation of the learner, that is, the impelling force for his own involvement, is an important condition.

   Motivation of the participants will come from two sources--from themselves and the organization. The problems to be studied in the course will be determined by the participants. There is ownership of a problem and when this occurs, participants will be motivated to seek some kind of solution. In addition, the participants will get positive feedback from the organization for their involvement in the course and this will enhance their motivation.

4. Another condition is that the learner finds her previous ways of reacting unsatisfactory, so that she is stimulated to try new ways.

   This will exist in the course through the analysis of current use of time and its relationship to goals. Students will find that their use of time does not relate to their goals and in a supportive atmoshpere they will be stimulated to change their pattern of time use.

5. The learner should have some guidance in trying to carry on the new behavior she is to learn.

   During class, the instructor will use a questioning approach to ensure that participants fully understand what is being considered and be open to questions from the group. In addition, the instructor will be available before and after the class session for individual guidance if required.

6. The learner should have ample and appropriate materials with which to work.

   To meet this condition, the students will be provided with a copy of an extensive workbook. This booklet contains a list of references which can be consulted and a list of reading assignments for each topic.

7. The learner should have time to carry on the behavior, to practice it until it has become part of his repertoire.

   Participants will have plenty of time in class to apply the concepts shared to their practical situation. In addition they will be required to collect data on the way they manage time, analyze it, and devise ways to improve their time management. Results will be shared in the group each week to give support and evaluation.

8. The learner should have opportunity for a good deal of sequential practice; mere repetition is inadequate and quickly becomes ineffective.

   The course has been structured in a sequential fashion, starting with goals, focusing on priorities, developing plans and delegating tasks. During this learning process, the participants will analyze their application of their concepts and evaluate the changes required.

9. Another condition is for each learner to set standards that require him to go beyond his performance but standards that are attainable. This condition will be met by having participants determine in writing in the first session what changes in performance they plan to achieve as a result of the course.

10. To continue learning beyond the time when a teacher is available, the learner must have means of judging his performance to be able to tell him how well he is doing; without these means, his standards are of no utility.

The long-term evaluation for the course will involve each participant deciding what changes in their work performance they will be expecting and this will be monitored jointly with them by the Director of Nursing Services at regular intervals after the completion of the course.

The techniques and devices which will be used in the time management course to support the various learning experiences are as follows:

1. Transparencies
2. 35mm color slides
3. Charts
4. 16mm movie film
5. Workbook-handout material

The methods of instruction which the instructor considers to be needed to accomplish the purpose of this course include: lecture; nominal group technique; group project work; problem-solving experiences; question and answer; and discussion groups.

7. Evaluation of the Course

Tyler states that during the preliminary stages of evaluation, the learning experiences must be checked to see that they are related to the objectives set up and to see that they provide for other important psychological principles.[1] During the first class a content assessment survey will be completed by each participant to determine their entry knowledge. After this assessment has been completed by learners and analyzed to identify areas of need, the instructor may need to make some changes to the topics being covered in the course and the level of treatment required. Some topics may require more time than others and some topics may need to be studied in greater depth than others. It may even be necessary to provide more extensive application exercises to satisfy the time requirements of the course. Frequently a needs assessment may show that the entry levels of the participants vary considerably and that these specialized needs can only be met by individualized instruction to meet course objectives. However, in this situation, where the participants have similar jobs in a health service organization, it is possible that the individual needs of participants will produce a pattern of similar responses.

In addition, the course objectives and instructional design will be discussed with LMEF and Drector of Nursing Services to ensure relevance, applicability, and effectiveness. Thus a formative evaluation of this kind, as Dickinson states, provides some initial information as to the suitability of the course that is being planned while it is still in

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[1] Ralph Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago, 1969), p. 105.

the developmental stage and relatively easy to alter.[2] Further, this information in formative course evaluation permits the instructor to avoid some deficiencies in the course plan that might otherwise escape detection until the group of learners was finding difficulty with it.[3] Dickinson also claims that a course should be able to satisfy three main criteria when formative evaluation is compelte--effectiveness, appropriateness and practicality.[4] These criteria will be accounted for in this course in the following ways:

1. If the course allows the learner to attain the specific objectives in the allotted time, it will meet the criterion of effectiveness.
2. If the objectives, learning tasks, and instructional objectives are consistent with the performance analysis and seem to meet the needs of the potential learners, the course will meet the criterion of appropriateness.
3. Finally, practicality will be met if the course is not too difficult or expensive to conduct.[5]

During the course students will be questioned and their written work inspected to determine whether they are meeting the specific objectives of the course.

A reaction questionnaire containing specific questions about staff, learning activities and strategies, facilities and materials, has been devised and will be handed out for completion in the first part of the final evaluation. The second phase of the evaluation will be to ask

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[2]Gary Dickinson, Teaching Adults (Toronto: New Press, 1973), p. 88.

[3]Ibid., p. 89.

[4]Ibid., p. 89.

[5]Loc cit.

participants to determine whether specific objectives of the course were met or not, by filling out a simple questionnaire. In addition, this group will debrief the course, share perceptions with regard to successful and less successful aspects of the course, review accumulated evaluations, and to note how strengths can be capitalized and weaknesses can be eliminated in the future. In addition the long-term evaluation will be discussed, as each participant will be asked to draw up a specific action plan of things they can do in their role, as a result of the course. These written statements will be used as a basis for follow-up and evaluation jointly with the Director of Nursing Services.

Tyler outlines a number of influences on the teaching-learning process that will affect final evaluation. First the generalizations used as a criteria against which to check the learning experiences are not highly precise statements of the exact conditions to be met in providing for the learnings desired. Second, any set of learning experiences involves a number of criteria each of which can only be approximated--so the desired effects of these experiences can only be predicted generally and with a certain degree of accuracy. Third, the actual teaching procedures involve a considerable number of variables including variations in individual students, the environmental conditions in which the learning goes on, the skill of the teacher in setting the conditions as they are planned, the personality characteristics of the teacher, and the like.[6] These many variables make it impossible to guarantee that the actual learning experiences provided are precisely those that are outlined in the learning units.

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[6]Tyler, op. cit., p. 105.

In summary, the evaluation procedures to be used are as follows:

1. Needs Assessment

   Completed prior to course commencement.

2. Content Assessment

   Undertaken during first class session to determine entry knowledge of learners.

3. In-Course Evaluation

   Completed at the end of each session to determine how learners are progressing in attaining course objectives.

4. Final Evaluation

   Two questionnaires will be completed--one related to course objectives and the other to course management. The instructor will also have a brief discussion with the group at the end of the last session. He will also meet with the Director of Nursing Services to evaluate the course and also to undertake a self-evaluation of the course.

5. Post-Evaluation

   This will take place on the job at regular intervals and be a self-evaluation by each participant, monitored by the Director of Nursing Services.

The budget needs for this course are as follows:

11 copies, The Time Trap	$33.00
11 copies, How to Get Control of Your Time	22.00
Typing of Workbook and Final Report	50.00
Zeroxing of 15 Workbooks	60.00
Audiovisual supplies (film hire, transparencies)	30.00

Mileage for 6 return trips (110 miles/trip at $.20/mile	$ 132.00
*Instructor's Fee, 6 sessions @ $150/session	900.00
Total	$1227.00

*This includes time for travel (3 hours each visit) and limited time for preparation as the workbook is available but has to be revised.

B. Management Training for Supervisory Staff at St. Mary's Hospital

1. This will be an introductory course concerning principles of management related to the job functions of department heads at the hospital. As this course is introductory in nature, a small range of topics will be presented, related to sepcific job requirements and problems.

2. Course purpose

The primary purpose of the course is as follows: At the end of the course, each participant will be equipped with knowledge, understanding and skills to more effectively perform the role of department head at St. Mary's Hospital.

Area 1. Principles of Management

Participants should be able to articulate an understanding of the principles of management and their application to their particular departments. At the conclusion of Area 1 each participant should be able to:

1a. Explain the five principles of management.

1b. Identify problems related to these principles.

1c. Demonstrate an understanding of how these principles apply in their departments.

1d. Understand what the role of a manager is.

1e. Orally list four rules for delegating.

1f. Orally list three things that should not be delegated.

Area 2. Organizational Ability and Use of Time

The participant will be able to demonstrate an understanding and application of the principles of effective time management and organization to the role of the supervisor. At the conclusion of Area 2, each participant will be able to:

2a. Evaluate personal use of time.

2b. Write job goal statements.

2c. Use the ABC technique in arranging goal statements in priority order.

2d. Identify three major time wasters and the steps necessary to reduce these.

Area 3. Effective Leadership

The participants should be able to understand what leadership is and how to develop leadership skills relevant to their departments and themselves. At the conclusion of Area 3, each participant should be able to:

3a. Define what leadership is.

3b. List and describe three major trends in the study of leadership.

3c. Explain how to develop a participative leadership style.

3d. Explain how to use different styles of leadership in different situations.

3e. To identify their own style of leadership.

Area 4. Communications

The participants should be able to demonstrate a thorough understanding of what communication is and how to develop effective

communication in the work situation. At the end of Area 4, each participant should be able to:

4a. Define what communication is.

4b. Know how to run an effective departmental meeting.

4c. Be able to evaluate written communication.

4d. List the barriers to effective communication.

4e. Understand the problems of interpersonal and organizational communication.

4f. To evaluate their listening skills.

5. Motivating Personnel

The participants should be able to demonstrate a thorough understanding of motivation theory and its application in the work setting. At the conclusion of Area 5, each participant will be able to:

5a. Orally describe Maslow's theory of motivation and Hertzberg's theory of motivation.

5b. Describe how Maslow's theory applies to the work setting.

5c. Plan the giving of the motivation opinionnaire survey.

5d. Conduct a motivation interview of a worker.

5e. Give feedback to the worker using information gained from the interview.

5f. Evaluate the interview to gain insights for personal growth and change.

5g. Know how to plan for employee growth and communication.

Area 6. Human Relations in the Work Environment

The participants should be able to articulate an understanding of how to help staff set their own performance goals and how to interview staff and resolve conflicts. At the conclusion of Area 6, each

participant should be able to:

6a. Describe conflict resolution strategies to mediate staff dispute.

6b. Be able to conduct a counselling interview.

6c. Be able to conduct a discipline interview.

6d. Know how to jointly plan work goals and individual growth for staff.

6e. List the factors which are necessary for the development of an open climate.

2. The course will be of three weeks duration with two 2-hour sessions a week or of six weeks duration with one 2-hour session a week. It is suggested that the course commence during the week beginning Monday, September 15 and conclude during the week beginning Monday, September 29 (or Monday, October 20 if the course is presented for six weeks). Specific times for the class sessions will need to be negotiated with the hospital and will depend on availability of staff and the instructor(s).

4. Course Content

Session	Activity
1	Introduction to the course Assessment of content Principles of management
2	Organizational ability and use of time
3	Effective leadership
4	Communication
5	Motivating employees
6	Human relations in the work environment

Particular concerns which may need to be considered are:

1. How to handle crisis situations which are constant sources of disruption of routine.
2. How to cope with increasing expectations from all sources.
3. How to effectively delegate to staff and do follow-up on staff.
4. How to effectively deal with staff who are not performing adequately.
5. Problem solving using force-field analysis techniques.

5. Resources

References for Students

Benge, Eugene. Elements of Modern Management (New York: American Management Association, 1976).

Geering, Adrian. Management Workbook.

Kellog, Marion & Brustiner, Irving. Putting Management Theories to Work (Englewood Cliffs, N.J.: Prentice-Hall, 1979).

Reynolds, Helen & Tramel, Mary. Executive Time Management (Englewood Cliffs, N.J.: Prentice-Hall, 1979).

Resources Needed by Instructor

As listed previously for the Time Management course, but the film will be a management film.

6. The approaches used in teaching methods and in evaluation will be similar to the ones listed for the course outline described previously.

7. Course Budget

The budget needs for this course are as follows:

8 copies Elements of Modern Management	$ 48.00
8 copies Putting Management Theories to Work	56.00
8 copies Executive Time Management	40.00
Typing of workbook for students and final report	100.00
Xeroxing of 20 workbooks	100.00

Audiovisual supplies (film hire, transparencies)	$ 30.00
Mileage for 6 return trips (110 miles/trip at $.20/mile)	132.00
*Instructor's fees, 6 sessions @ $200	1200.00
Total	$1706.00

*The fee for this course is $300 higher than the course previously described as an enormous amount of time (in excess of 40 hours at $7.50/hour) will need to be devoted to preparing the course workbook, subject matter and transparencies as this is a new course. If another instructor was to be catered for in the budget so that the course was presented by two instructors, then an additional $900 (6 sessions @ $150) would need to be added to the above budget.

Budget Summary

Course 1--Time Management	$1,227.00
Course 2--Management Course	1,706.00
Total	$2,933.00

If typing costs and xeroxing of workbooks and report are done by LMEF and staff/or the hospital purchase the required textbooks, then the budget would be reduced by $509, assuming that audiovisual equipment is available at no charge through LMEF or the hospital. The total budget then becomes:

Course 1	$1,062.00
Course 2	1,362.00
Total	$2,424.00

APPENDIX A

Data Generated Using NGT

1. Lack of understanding of the computer's function in the hospital and its effect on each department and patients.
2. Lack of communication between departments--conflicting expectations.
3. Inability of supervisors to make decisions.
4. Openness with each other--inability to do this or--hazard of being a small community hospital--being less honest--interpersonal relations.
5. Defensive of departments--problem solving.
6. Personal time management and helping others to manage time--eliminate time wasters.
7. Attitudes towards patients and co-workers.
8. Indirect expressions of anger and resentment.
9. Lack of tactful counselling.
10. Group competition and chiques--counterproductive--shifts group--sub-groups.
11. Lack of control of the situation--routine--I.U.--lack of priorities.
12. Getting department heads to work together--forget overall picture--misuse/role--no sense of the "we" feeling--institution--departments look out for own selves. Turnover of employees.
13. Showing good leadership.
14. Competitiveness for ↑ mobility
15. Developing communication skills.
16. Evaluation of people fairly.

APPENDIX B

MANAGEMENT NEEDS SURVEY

Department: _____

Shift: Day ____ Evening ____ Nights ____ Full-Time Emp. ____ Part-time ____

Length of Service: Under 1 Year ____ 6 to 10 Years ____
1 to 5 Years ____ Over 10 Years ____

Would you attend educational programs on:

Hospital Time ____ Your time ____ Either ____

INSTRUCTIONS

First, please read through the list below carefully. Then, rank only the ten which you feel would be of greatest benefit to you. Write in a number 1 on the line next to the subject of greatest importance, 2 for the next, and so on, down to 10, representing the lowest in your order of priorities.

		RANKING
1.	Applying the principles of management.....	_____
2.	Interpreting hospital personnel policies.....	_____
3.	Improving my leadership skills.....	_____
4.	Controlling costs while meeting patient needs.....	_____
5.	Determining staffing needs.....	_____
6.	Conducting effective on-the-job training.....	_____
7.	Preparing a departmental budget.....	_____
8.	Improving oral communication with employees.....	_____
9.	Determining employee learning needs.....	_____
10.	Detecting job hazards and promoting safe practices.....	_____
11.	Conducting conferences and meetings.....	_____
12.	Conducting interviews with respect to hiring, coaching, and disciplining employees.....	_____
13.	Preparing employees for greater responsibility.....	_____
14.	Handling employee grievances.....	_____
15.	Preparing a plan for my own self-development.....	_____
16.	Improving personal time management.....	_____
17.	Improving delegation of tasks.....	_____
18.	Improving written communication skill.....	_____
19.	Improving organizational ability.....	_____
20.	Improving performance appraisal counseling of employees.....	_____
Others:	Please add any other areas that should be included and rank them in the ten... _____	_____